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ABSTRACT

Focusing on the educational needs of health occupations education teachers and administrators, this study had three main objectives: (1) to assess needs regarding professional competencies and interests in continuing education programs; (2) to examine teacher certification criteria; and (3) to offer recommendations for teacher preparation. The specific task of the project was to survey, by questionnaire (Appendix A), personnel involved in health occupations programs at the secondary, postsecondary and adult levels in Pennsylvania. Of the 237 respondents, most were female teachers employed full-time in a postsecondary program (primarily practical nursing) in an area vocational school. A major portion of the questionnaire requested respondents to indicate the degree of competence they felt was needed as compared to the degree of competence they had acquired, in three areas: health occupations, general instruction, and leadership-management. Perceptions with regard to certification guidelines and course offerings were also requested. Based upon these responses and findings from similar studies, several recommendations were made. First, an educational program designed specifically for health occupations teachers and administrators which recognizes the competency-based equivalency of health workers in various fields should be established. Secondly, certification guidelines should consider the different needs and backgrounds of teachers. Third, inservice education should bridge the gap between competencies acquired and competencies needed. One significant outcome of this study was the development of an undergraduate and graduate course list and degree program proposal, which are appended. (Author/CP)

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THE
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FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ASSESSMENT OF EDUCATIONAL NEEDS FOR THE PREPARATION OF HEALTH OCCUPATIONS EDUCATION TEACHERS AND ADMINISTRATORS IN PENNSYLVANIA

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ABSTRACT

This study primarily focused on the educational needs of health occupations education teachers and administrators. The main objectives were to:

1. Assess the andragogical and pedagogical needs of health occupations teachers,
2. Examine criteria for the certification of health occupations educators, and
3. Offer recommendations for teacher preparation in health occupations education.

The specific task of the project was to survey via a questionnaire, all personnel involved in health occupations programs at the secondary, postsecondary and adult levels in the various educational institutions of Pennsylvania. A major portion of the questionnaire requested teachers and administrators to indicate the degree of competence they felt was needed as compared to the degree of competence they had acquired with regard to their various responsibilities. The major categories of items included responsibilities and activities related to health occupations, general instruction and leadership-management. Perceptions with regard to certification guidelines and procedures were also requested, as were preferences with regard to course levels and meeting periods.

Based upon earlier studies of a similar nature and the findings of this study, some conclusions and recommendations have been advanced.

INTRODUCTION

Rationale for the Study

Health occupations education programs at the secondary and postsecondary levels have continually demonstrated phenomenal patterns of growth and expansion. As a result, there are corresponding increased demands for competent leadership to effect the planning, organization, administration and evaluation of programs which prepare health workers.

This study hypothesized that quality teacher education programs specifically designed for health occupations teachers and administrators can be instrumental in facilitating the development of sound and competent leadership; that is, provided that such programs are sensitive and responsive to the assessed needs of those who teach and administer programs. Moreover, as teacher education programs are to be relevant and effective, the relationship between teachers' education and their ultimate functioning as teachers must be continually assessed.

Consequently, this study spurred inquiry as to how present and traditional methods of preparation and certification of health occupations education personnel can be improved upon. As health occupations education will be only as good as those who teach it, it is imperative that every effort be made to prepare personnel who are equipped to deal with the varied and difficult challenges that lie ahead. Health occupations teacher education programs offer great promise in providing teachers and administrators who are aware, concerned and "able to cope" with regard to the unique problems, issues, and complexities in health occupations education.

Broad Overview of Health Occupations Teacher Education and Certification

Currently, teacher preparation varies nationally as well as regionally and locally. In Pennsylvania for example, "specialists" in health occupations education e.g., Registered Nurses (R.N.'s), medical laboratory technologists etc. may choose to pursue various degrees which are consistent with their personal interests and/or the degree granting institution's proximity to their residence. Borkovich and Welch report for example, that instructors in health occupations programs at the secondary level in Pennsylvania hold degrees in education, nursing, "other disciplines," or "specialty areas" (Borkovich and Welch, 1975). In the pursuit of such diverse educational patterns, it is conceivable that almost all health occupations teachers and administrators obtain degrees and certification without the benefit of core courses in health occupations education. The National Advisory Council on Educational Professional Development (NACEPD, 1973) has declared that the "greatest unmet need for personnel development for teachers is in the health occupations area."

A literature review confirms the fact that teacher education has not kept pace with program expansion in the field. One of the major explanations advanced has been the traditional emphasis on occupational competence for vocational educators, with teaching competence to be developed on an inservice basis. The National Advisory Council on Educational Professional Development (1973) reproaches the Federal Government's lack of coordination in various activities which are almost entirely aimed at increasing technical rather than instructional competence. Health Occupations Education Specialists Milliken (1974) and

Kerr (1974), have both advanced the notion that an educator/leader in health occupations education must have sufficiently combined experience as a deliverer of health service and as a teacher of a health or related specialty.

Two related research projects have given further validity to prior inferences about the competencies which health occupations teachers education programs should help teachers to develop. The first project, conducted at the State College of Arkansas, established program objectives aimed at the planning and implementing of teacher education activities. Health occupations education teachers in secondary and postsecondary programs were then subsequently provided with "training in order to be able to utilize the latest teaching methods in the courses they taught" (Fox, 1973). An evaluation following the training session revealed higher student appraisals, greater self-confidence and improvement in teaching skills. This study thus confirmed the need for health occupations teacher education programs in order that teachers develop competence in educational teaching methods, as well as knowledge of the spectrum of health and health-related fields. The second project conducted by Arlton (1975), used the critical incident technique to collect reports of observed teacher behavior which students perceived as being especially effective or ineffective for secondary level health occupations teacher performance. Overall, students' greatest concerns related to classroom management and instructional methods and techniques. Thus the findings of both research studies seem to suggest that health occupations teachers need to become as skilled at teaching as they are in their particular health area.

With regard to the issue of teacher certification, since it is a responsibility of individual states, numerous and diverse patterns can be observed. The only thing that can be assumed with any degree of certainty is that vocational teachers in reimbursed programs must have some work experience in addition to some teacher education experience. Furthermore, the literature seemed to suggest that change(s) should be considered in order to accommodate individual differences in background, preparation, and needs. To maintain a current assessment of needs, a survey of present and future teachers was recommended.

Procedures Used in Study

Few would dispute the notion that the subject matter of teacher education activities should reflect identified needs of those to be served. Since this study is firmly grounded in such a philosophy, one of the primary tasks was the design of a survey instrument which would elicit information relative to competencies needed as well as competencies acquired.

It was generally felt that the most significant competencies consistent with leadership characteristics in health occupations encompassed three principal activity areas: health occupations, instruction, and leadership-management. Competencies were subsequently identified within these areas and eventually comprised the major portion (Part B) of the survey instrument. In this part of the questionnaire, respondents were requested to indicate the degree (no, slight, moderate, considerable, or complete) of competence which they felt health occupations teachers and administrators needed in each competency. In addition, they were also asked to indicate the degree of competence

which they had individually acquired with respect to the same competency. Therefore, there were two responses to each competency item. A numerical value assigned to each of the possible response categories: 1 for No, 2 for Slight, 3 for Moderate, 4 for Considerable, and 5 for Complete, resulted in the computation of totals (scores) for each of the three activity areas. In the assessment of the andragogical and pedagogical needs of teachers and administrators, a comparison was made between scores obtained on competencies needed and competencies acquired.

Two other sections of the questionnaire were designed to educe demographic information about participants as well as impressions relative to course offerings and preferences. Part A requested respondents to indicate:

position title
employment status
present teaching area
facility where employed
sex
age
educational background
work experience
teaching certificate held or being pursued
perceptions about certification guidelines and procedures

Part C was designed to elicit opinions relative to course offerings. Participants were asked to designate:

- degree of interest in participating in a health occupations teacher education program, and
- preferences with regard to level of course offerings, time and meeting preferences

Questions were cross-tabulated in many instances, and the information was presented in tabular and graphic form whenever it was feasible.

Preliminary Procedural Paths

Although one of the first steps of the project involved the development of the survey instrument described previously, before the study could officially begin, some preparatory groundwork had to be executed. Figure 1 demonstrates the basic steps from which the study evolved, in addition to the corresponding difficulties and obstacles that had to be overcome. Overall, the two major matters which delayed the study were: the unavailability of a list of postsecondary health occupations teachers, and the closing of schools during the energy crisis. Since there was no list of postsecondary teachers, and since their involvement in this study was essential, it was necessary to contact individual institutions by telephone and request that they furnish either names or numbers of teachers in health occupations education, so that an appropriate number of questionnaires could be forwarded. With regard to the matter of school closings due to fuel shortages, it became necessary to alter established time frames to accommodate the crisis.

The survey instrument along with a transmittal letter (Appendix A) was mailed to identified health occupations education personnel on February 10, 1977. Following passage of the established deadline, follow-up telephone calls were made to all schools, reminding them about the survey and requesting their responses. An additional 40 responses were received following the telephone calls. A total of 237 responses (teachers and administrators) were received prior to the ultimate deadline of March 25, 1977. This is consistent with a 68 percent response rate, since approximately 350 survey instruments were mailed to potential participants.

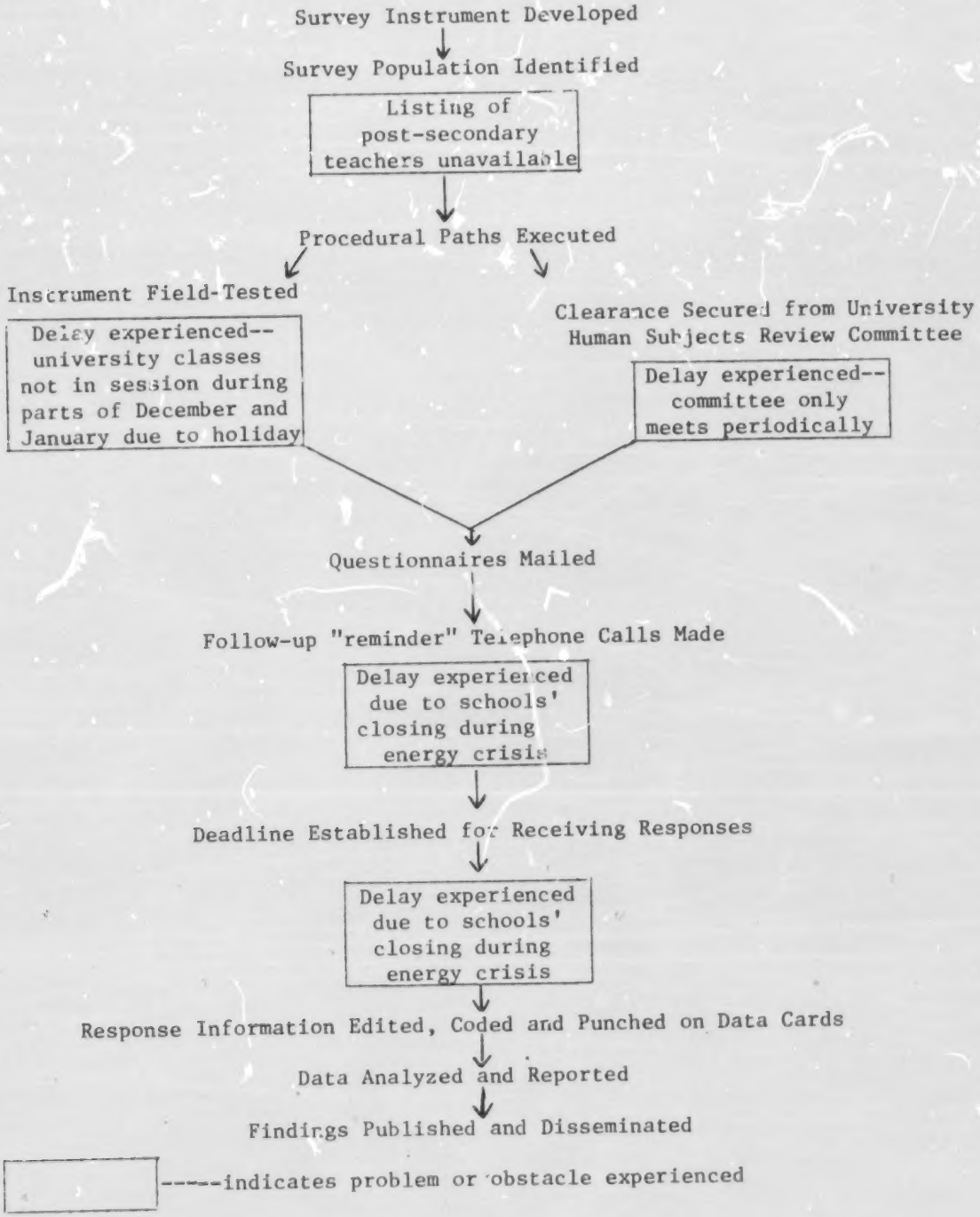
Survey Instrument Developed
Survey Population Identified
Listing of post-secondary teachers unavailable
Procedural Paths Executed
Instrument Field-Tested
Delay experienced-- university classes not in session during parts of December and January due to holiday
Clearance Secured from University Human Subjects Review Committee
Delay experienced-- committee only meets periodically
Questionnaires Mailed
Follow-up "reminder" Telephone Calls Made
Delay experienced due to schools' closing during energy crisis
Deadline Established for Receiving Responses
Delay experienced due to schools' closing during energy crisis
Response Information Edited, Coded and Punched on Data Cards
Data Analyzed and Reported
Findings Published and Disseminated
-----indicates problem or obstacle experienced

Figure 1. Basic steps from which study evolved.

FINDINGS AND ANALYSIS

The manner and style used to present the findings followed the general format of the survey questionnaire. Therefore, data reporting was consistent with the following trichotomy: 1) Background Data on Participants, 2) Competencies of Health Occupations Education Teachers and Administrators, and 3) Information for Program Offerings.

Background Data

Basic Demographic Information

Of the 237 respondents of the survey, most were female teachers, employed full-time in a postsecondary program, (primarily practical nursing) in an area vocational school. There were 40 respondents who were categorized as administrators, having identified themselves as supervisors, coordinators, directors, etc. A small percentage of respondents were involved in more than one teaching area, employed at the secondary, postsecondary, or secondary and postsecondary levels. At the secondary level, the health assistant program employed the largest number of personnel, while the medical assistant program employed the least number. There were no participants indicating affiliation with a medical lab assistant program, even though the Borkovich-Welch Study (1975) revealed the existence of such programs and plans to initiate at least one additional program. Approximately 19 percent of the respondents were employed at the community college level in practical nursing programs. The mean age of respondents was found to be 41-45 years. This is slightly lower than Borkovich-Welch (1975) estimates of the average age being close to 50 years. It must be noted

however that the Borkovich-Welch study focused only on secondary health occupations education teachers whereas, this study also included teachers in postsecondary and community college programs as well.

Educational Background

A large number of respondents (135) indicated they had R.N. diplomas. It is very possible that this large number may have resulted from a misinterpretation of the question which was designed to discriminate between graduates of a hospital school of nursing and those of an associate or baccalaureate degree program.

With regard to degree(s) held, the greatest percentage had Baccalaureate Degrees (69 percent). Master's Degrees were held by 27 percent, and less than 1 percent (only 2 respondents) held Doctoral Degrees. Only 3 percent had Associate Degrees. It is important to note that many respondents held more than one degree - e.g., Baccalaureate and Masters.

Types of Degrees Held

The majority of participants with Baccalaureate degrees held bachelor of science (B.S.) degrees in nursing (53/101), followed by B.S. in education (43/101), B.S. in nursing education (25/101), B.S. (type not specified)--(16/101), and B.S. in Public School Nursing (6/101). Other bachelor's degrees were in home economics, arts (type not specified) and welfare. There were 86/237 participants who indicated that they had no Baccalaureate degree. Of the 53 participants holding Master's Degrees, the greater number were in education (37/53). There were 4/53 Master of Science in Nursing and 3/53 Master of Science in

Nursing Education. Other master's degrees were held in arts (type unspecified), counseling, guidance, and psychology. There were 9 participants indicating they had a master's equivalent and 175/237 indicating they had no master's degree.

The Doctor of Education (D. Ed) degree was held by 2 participants. Associate degrees were held by 7 participants.

When position title was cross-tabulated with type of degree held, it was discovered that Master's Degrees were held by 21 percent of the teachers and by 50 percent of the administrators.

Educational Pursuits

Although a substantial number of participants (37 percent) reported that they were not involved in a program of studies, the larger percentage were participating in some educational endeavor. There were 35 percent working toward degrees, 11 percent working toward certification, 5 percent working toward degrees and certification, and smaller percentages who classified themselves as adjunct or non-degree students, or students pursuing continuing education courses and workshops.

As educational pursuits were cross-tabulated with type(s) of degrees held, it became evident that while at least 50 percent of the respondents were not involved in a program of studies, almost 50 percent were actively taking part in various education pursuits.

Work Experience

Since occupational competence is an important attribute for vocational teachers, participants were questioned as to their years of

work experience in health occupations (other than teaching). The average time span of work experience was calculated to be from 6 to 12 years. In the cross-tabulation of years of work experience with level of degree(s) held, it was interesting to observe that most of the respondents with Master's Degrees and the second highest number of respondents with Baccalaureate Degrees reported to have had over 20 years of work experience in the field of health occupations.

Credits Granted Toward Baccalaureate Degree

One of the important dimensions in the inauguration of a model program for undergraduate teacher education relates to the granting of credit for past educational programs and experiences, etc. In order to gain some breadth of perspective on this issue of critical importance, respondents whose pursuit of a Baccalaureate Degree followed some prior educational endeavor e.g., nursing school, associate degree program, etc. were asked to write in the number of credits granted toward their Baccalaureate Degree.

There was considerable dispersement in the number of credits granted as reported by respondents; the range being from 20 to 144. Because of this considerably wide range, it is suspected that the question may have been interpreted by some respondents to mean the total number of credits required or accrued for the Baccalaureate Degree.

The mean, median and mode for number of credits granted were almost identical. Tallies showed the respective majority of respondents, 56 out of 87 or 64 percent reported to have received between 40 and 68 credits.

The methods used to verify educational and professional competence employed by upper divisions of institutions of higher learning varied. An overwhelming majority of respondents reported the use of grade transcripts and licensure while a smaller number reported the use of written exams, performance tests and various other combinations of criteria.

Certification Information

In response to the type of teaching certificate(s) held, a large number (37.4 percent) answered "none". In reviewing this figure, it must be kept in mind that postsecondary health occupations education personnel (participants in this study) are not required to be certified in Pennsylvania at this time.

Most of the certificates held by health occupations education personnel were of the following types: Vocational Instructional I, Instructional II, Vocational Instructional II, and Vocational Intern. There were no supervisory or administrative certificates held by participants.

With regard to the matter of subject area certification, the highest number of persons were certified to teach in the area of health assisting (30/95). Individuals holding Practical Nursing College certificates ranked second (21/95). Dental Assisting ranked third (12/95) in the number of individuals certificated. At least 11/95 persons held more than one valid teaching certificate. Only one individual reported to have certification in medical lab assisting.

In order to gain some perception of respondents' thoughts and ideas regarding present certification regulations and procedures for

health occupations education personnel, several questions encompassed these issues. There was almost an equal number of individuals who thought that the presently established certification guidelines and procedures were adequate--43/130 (37 percent), as those who felt that they were inadequate--44/130 (34 percent). The next highest number--28/130 (22 percent) considered certification practices to be somewhat adequate; whereas, only 10/130 (8 percent) believed they were very adequate.

With regard to the importance and relevance of courses taken for certification, most respondents viewed these as important. Only 6 of the 124 individuals responding to this question perceived certification courses to be of no importance.

To determine whether present certification practices needed to be re-assessed, participants were asked to respond to the change(s) if any, which they thought should be initiated. Of the 113 responses to the question, a large majority (58) favored more flexible requirements. The next highest number of responses (36) elected the movement toward a performance-based model. There were 6 participants who favored less flexible requirements, 7 who opted for more state control as opposed to 10 who thought there should be less state control. Only 13 respondents felt that no change was needed.

The three major universities identified by participants as the institutions from which they had received or planned to receive certification were: Temple University, The University of Pittsburgh and The Pennsylvania State University. The numbers of responses were 40, 28, and 26 respectively. As least eight other state colleges and universities were named in conjunction with certification.

Competencies of Health Occupations Education Teachers and Administrators

Health Occupations Activities

The various competencies in this section included such items as: "expertise in one's health specialty"; "awareness of regulatory functions in health occupations"; "understanding of and subscription to the philosophy of vocational education"; "understanding of issues and trends in health occupations education"; "knowledge of the biological, physical and behavioral sciences"; and, "ability to assist students with problems relating to vocational and educational opportunities in health careers".

"Health Occupations Activities" emerged as the competency area in which respondents reported the greatest proficiency. The mean level for "competence needed" was only very slightly higher (.13) than the mean level for "competence acquired." See figure 2.

The two highest ranking items for which respondents felt an equally high degree of competence, was needed and had been acquired were:

1. "Expertise in one's occupational specialty i.e., dental assisting, nursing etc.,"
2. Skill in the performance of various laboratory, medical or bedside procedures."

The lowest ranking item was "knowledge in the physical science i.e., chemistry and physics," in which only a slight to moderate degree of competence was thought to be needed and had been acquired.

Three items which showed higher scores for competence needed than competence acquired were:

1. "Awareness of regulatory functions in health occupations i.e., accreditation, certification, etc.,"

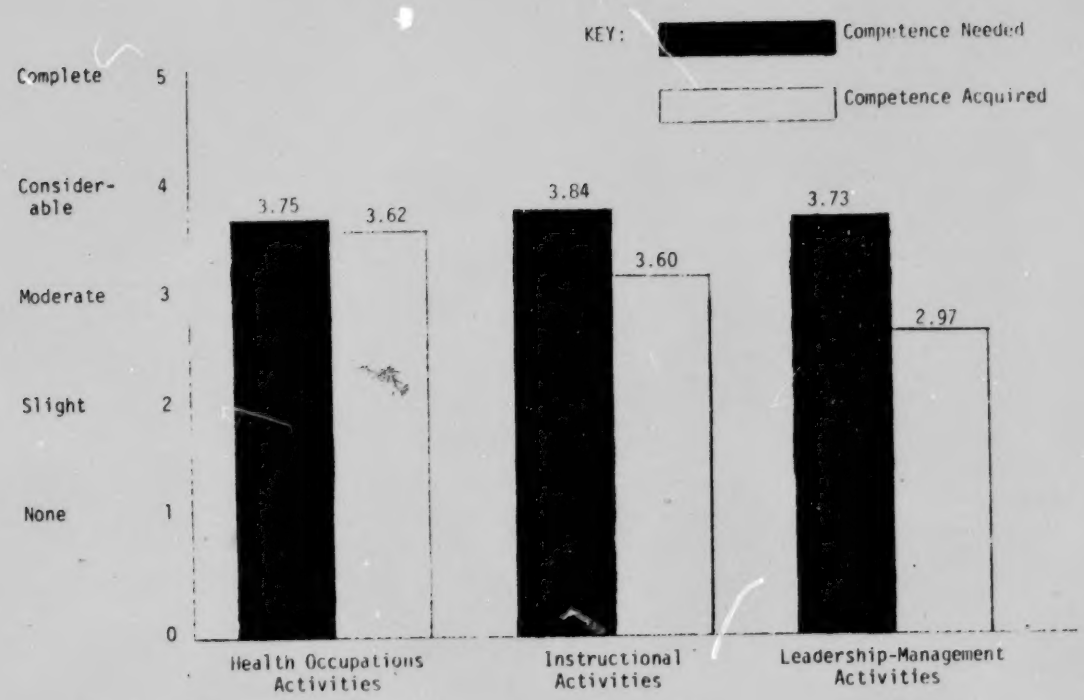

Figure 2. Mean Competencies of Health Occupations Teachers and Administrators . . . Needed and Acquired

2. "Ability to assist students with problems relating to vocational and educational opportunities in health careers," and

3. "Understanding of issues and trends affecting health occupations education."

Instructional Activities

The various competencies in this section dealt with the development of an instructional program (process and content), evaluative procedures, and other instructional capabilities.

"Instructional Activities" evolved as the area in which respondents believed the greatest degree of competence was needed. Findings placed the mean score for "competence needed" a little above (.24) the mean score for "competence acquired." See Figure 2. There were no items in which scores on "competence needed" and "competence acquired" were identical. Instead, there were varying degrees of deficiency on each item with respect to "competence acquired".

There were two items accorded the highest scores with respect to "competence needed," but which showed respective mean deficiencies of .2 and .4 on "competence acquired":

1. "Recognition of individual learning needs of students," and

2. "Establishment of evaluative criteria with regard to student performance

In addition to the second competency item listed above, there were three other items in which the scores between competence "needed" and "acquired" showed the greatest deficiency:

1. "Ability to provide instructional and related services to "special needs" students i.e., handicapped and/or disadvantaged,"

2. "Establishment of criteria for program evaluation," and

3. "Formulation philosophy and objectives for an instructional program.

Of the three items, number 1 was rated the lowest with regard to the degree of competence respondents thought was needed.

Two items in which the degree of competence needed came closest to degree of competence acquired were:

1. "Identification of out-of-school learning experiences i.e., clinics, community agencies and industries," and

2. "Analysis of appropriate performance skills (procedures, etc.) relative to instructional content."

Leadership-Management Activities

Competencies in this area included items such as : "collecting, maintaining and disseminating information on students and graduates," "selecting and utilizing advisory committees," legal aspects related to health occupations education, preparing state reports, determining employer needs for health occupations personnel, formulating a program budget, and developing policies for program effectiveness.

The area of "Leadership Management Activities" showed the greatest deficiency (.76) between competence needed and competence acquired. See figure 2. A plausible explanation for the lower score on competence acquired may lie in the higher percentage (82 percent) of respondents being teachers (not management-oriented), versus the small percentage (18 percent) being administrators. Findings showed that most administrators (57 percent) felt considerably competent in leadership-management activities, whereas most teachers felt only moderately competent (41 percent). Also, 66 percent of respondents with Master's Degrees reported

to have considerable to complete competence in this area.

The two items which ranked highest in degree of "competence needed" were:

1. Development of policies to maintain program effectiveness, and
2. Understanding of the significance of the law as it relates to the educative process in health occupations education.

Although each item under "competence acquired" revealed a deficiency of at least .5, the three items ranking highest in deficiency points, 1.04, .93 and .9 respectively were:

1. Preparation of state reports,
2. Formulation of a program budget, and
3. Development of policies to maintain program effectiveness.

Information for Program Offerings

The last section of the questionnaire sought to determine whether interest in health occupations teacher education programs was strong enough to be a concern. In addition to identifying their interest in participating in health occupations teacher education programs, respondents were asked their preferences with regard to course offerings, time and meeting schedules, and distance(s) they would be willing to travel to attend classes.

Degree and Type of Participation

At least 66 percent of the respondents expressed a high level of interest in participating in a program of health occupations teacher

education. The percentage breakdown according to levels of interest was:

very much	43.6
much	22.6
some	21.1
little	8.4
none	4.8

Regarding levels of course offerings, it was presumed that most health occupations education personnel would elect to participate in courses leading to a graduate degree. This was felt to be the case since a large number of individuals were teachers or coordinators in practical nursing programs for which a baccalaureate degree is a job pre-requisite. Findings showed the greater majority of respondents (46 percent) to prefer course offerings leading to a graduate degree. The next highest preference (26 percent) was for courses leading to certification. The remaining percentages of respondents preferred courses leading to an undergraduate degree (20 percent) and continuing education courses (8 percent). Respondents expressing several preferences i.e., courses leading to a graduate degree and certification have been taken into account.

When interest levels in health occupations teacher education were cross-tabulated with course level preferences, it was found that at least 72 percent of the individuals expressing a preference for graduate course offerings were also "much" to "very much" interested in a health occupations teacher education program. In addition, it was found that the greater majority of individuals pursuing serious educational objectives, i.e., degrees and/or certification, held a high degree of interest in a teacher education program for health occupations personnel. The

percentages of those exhibiting "much" to "very much" in such a program were:

- working toward a degree 70 percent
- working toward certification 73 percent
- working toward a degree and certification 92 percent

These could be contrasted with interest levels ("much" to "very much") of participants not pursuing degrees or certification:

- not involved in a program 56 percent
- adjunct or non-degree 44 percent

Time and Meeting Preferences

In reference to the scheduling of course meetings, opinions varied. A great percentage (31.4) of respondents favored two or three day workshops. Another large percentage (27.1) chose to have course meetings once to twice a week per term. The third highest percentage (23.3) expressed interest in summer workshops. About 10 percent of the participants opted for any one of the three choices. Several respondents wrote in "individualized studies" as a preference.

Opinion also varied regarding the time(s) suitable for class attendance. There were 39 percent who chose "nighttime during the week." This was followed by "weekends," selected by 24 percent, and "daytime" during the week selected by 19 percent. Several participants elected a combination of times, while still others stated that the "time" depended on class location, class length, and how frequently the class met.

Distances

Most respondents, (41 percent) chose the least amount of distance (0-20 miles) as that which they would travel to participate in a teacher

education program. This finding can be correlated with the above regarding "nighttime during the week" as the time which many respondents selected to attend classes. About 24 percent were willing to travel 40-60 miles, however, many individuals indicated a preference for traveling shorter distances during the week and longer distances on weekends or for workshops. Several respondents specifically requested that courses be offered at more of the commonwealth campuses--stating that it was impossible for them to get to University Park.

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Summary

Health Occupations Education personnel must be helped to acquire the skills and attributes necessary to deal with the complexities and challenges that lie ahead. Qualities such as competence and leadership must be continuously nutured and developed. This study is based on the premise that health occupations teacher education programs can be instrumental in facilitating this development; however, such programs must be well-planned and must respond to the assessed needs of teachers and administrators.

In assessing educational needs, a survey instrument requested participants to indicate the degree of "competence needed" as compared to the degree of "competence acquired" with regard to their various responsibilities in three areas: 1) Health Occupations, 2) Instruction, and, 3) Leadership-Management. Findings indicated that respondents felt a greater need for competence in all three areas, but mostly in Instruction and Leadership-Management. In the area of Health Occupations, scores for the degree of "competence needed" came very close to scores

for degree of "competence acquired."

An underlying assumption was that the needs for competence would have been even more pronounced had not the majority of respondents comprised the 41-45 age group. It is logical to infer that the older the respondent, the greater the possibility that a high level of proficiency has been achieved through educational and work experiences. For example, the study revealed that the majority of participants had over five years of work experience in the field of health occupations. Also there was a high correlation between age of respondent and level of degree possessed--i.e., the older the respondent, the higher the degree held.

With regard to certification, a large majority (51 percent) of the respondents reported to have a valid teaching certificate. At least 18 percent possessed several types. Most of the respondents held Vocational Instructional I, followed by Instructional II and Vocational Instructional II and Vocational Interne Certificates. No respondent reported to have a supervisory or administrative certificate. The highest number of persons certified to teach was in the subject area of health assisting. This is realistic in light of the largest number of secondary programs being in health assisting. Although 37 percent of the respondents were not certified, it must be pointed out that there were many postsecondary participants (not required to be certified in Pennsylvania).

In speculating about changes in certification practices, many felt certification guidelines and procedures were "adequate" and that certification courses were "important". However, a large number (51 percent) favored more flexible requirements and 32 percent elected

movement toward a performance-based model.

The institution from which the greater number of respondents had received or planned to receive certification was Temple University. The fact that 101 out of the 237 participants were from Eastern Pennsylvania must be taken into account.

The level of interest in participating in a program of health occupations teacher education was very great. Approximately 66 percent expressed "much" to "very much" interest. At least 45 percent displayed preference toward a graduate degree. This finding can be explained by the fact that a Baccalaureate Degree is required for teaching in a postsecondary program, and most participants were from such programs.

The majority of respondents preferred scheduling course meetings once or twice a week per term, one week summer workshops, or two-three day workshops. The findings also showed that nighttime during the week and weekends were the most suitable times for respondents to attend classes. The majority of respondents (71 percent) stated they were willing to drive a distance of 0-20 miles to participate in a health occupations teacher education program.

Recommendations

The conclusions of this study reveal that there is an unmet need for personnel development in health occupations education in Pennsylvania. Since the need for qualified personnel will continue to grow, the responsibility of colleges and universities to develop and organize effective teacher education programs becomes critical.

Therefore, based upon the findings of this study, the following recommendations are submitted:

1. An educational program designed specifically for health occupations teachers and administrators should be established. Such a program should reflect the following components:

   a. an opportunity to become adept in the area of health occupations education, focusing on concepts, philosophy, teaching methods, regulating practices, legal aspects, issues and trends, etc.

   b. the development of teaching competencies i.e., skills in curriculum development and instructional processes, (planning, developing, evaluating), and

   c. the recognition of a competency-based equivalency of various health workers, i.e., medical technologists, corpsmen, R.N.'s, dental hygienists, etc. (awarding of credit for experience or previous training in major field).

2. Certification guidelines should take into account the different health backgrounds of teachers and current assessment of needs. Criteria for certification should include the following components:

   a. a minimum of preparation in a health specialty,

b. flexible requirements to accommodate individual differences, and

c. program offerings at a variety of locations and institutions (increasing the availability of teacher education activities).

3. Inservice education activities for personnel in health occupations education should capitalize on establishing programs to help bridge the gap between competence acquired and competence needed.

One of the significant outcomes of this study was the development of proposed undergraduate and graduate courses in health occupations education. A list of these courses along with a description, outline, objectives and other criteria are submitted (Appendix B).

In addition, attention has been focused on a priority which this study has indicated is practical and realistic; that is, the need for a graduate program in health occupations education. Therefore, a proposed outline for the Master of Education Degree in health occupations education was developed (Appendix C). Besides a competency-based equivalency component, courses which may be taken on a graduate (400 and 500 numbers) and/or undergraduate (300 and 400 numbers) level are identified.

Finally, a proposed Baccalaureate Degree program in health occupations education was created (Appendix D), which suggests general and professional education requirements, and credit awards for a competency-based equivalency.

The recommendations contained herein deserve a response. Hopefully, individuals and groups who can be instrumental in effecting needed changes in health occupations education will respond.

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APPENDIX A

Questionnaire and Transmittal Letter

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

January, 1977

Dear Colleague:

The teaching-learning process in health occupations education will be improved to the extent that teachers participate in quality teacher education activities. Relative to this objective, the Division of Occupational and Vocational Studies at The Pennsylvania State University is presently undertaking a study to determine essential criteria in the preparation of teachers for health occupations education programs in secondary and post-secondary schools in our commonwealth.

Your cooperation and involvement in this undertaking is quite important. The input which you provide will influence the development of future programs in health occupations teacher education in our state.

Based upon the data provided by this study, several outcomes are anticipated:

1) The development of a model for undergraduate and graduate teacher education preparation programs
2) The development and identification of criteria for teacher certification of health occupations educators.

Would you please be so kind as to take a few minutes to respond to this questionnaire? You will remain anonymous; the attached code number will simply designate your vocational service area. Your responses will then be grouped with those of other health occupations teachers and administrators, and only significant averages and other statistical values will be reported.

Please return your questionnaire in the self-addressed prepaid envelope by March 11, 1977. Should you desire a copy of the completed survey, please make known your request under separate letterhead along with your name and address. Do not mail such requests along with questionnaire.

Thank you for your cooperation.

Sincerely,

F. Marvin Hole

F. Marvin Hole
Assistant Professor
Vocational Education

FMH/kas

Enclosures

SURVEY QUESTIONNAIRE OF HEALTH OCCUPATIONS TEACHERS AND ADMINISTRATORS

Part A: Background Data

Please answer the following questions about yourself by placing a check (✓) in the appropriate blank.

1. a. Position Title:

_____ Teacher _____ Coordinator

_____ Other, please specify _____

B. Employment Status:

_____ Full-time _____ Part-time

2. Present Teaching Area:

_____ Dental Assistant _____ Medical Lab Assistant

_____ Health Assistant _____ Nursing Assistant

_____ Health Related Technology _____ Practical Nursing

_____ Home Health Management _____ Other, please specify _____

_____ Medical Assistant _____

3. Facility Where Employed:

_____ Area Vocational School, secondary level

_____ Area Vocational School, post-secondary level

_____ Area Vocational School, adult level

_____ Community College

_____ Comprehensive High School

_____ Other _____

4. Sex:

_____ Male _____ Female

5. Age:

_____ under 25 years _____ 46-50 years

_____ 25-30 years _____ 51-55 years

_____ 31-35 years _____ 56-60 years

_____ 36-40 years _____ over 60 years

_____ 41-45 years

6. Education and Employment:

a. Diploma(s) earned: _____ RN Diploma _____ None

_____ Other _____

b. Type of Degree(s) held:

_____ Associate Degree, Type _____

_____ Baccalaureate Degree, Type _____

_____ Master's Degree, Type _____

_____ Doctorate - Type _____

_____ None

c. Current status with regard to educational pursuit(s):

_____ working toward a degree

_____ working toward a certification

_____ adjunct or nondegree student

_____ not involved in a program of studies

d. Work experience in the field of health occupations (other than teaching):

_____ 0-2 years _____ 11-15 years

_____ 3-5 years _____ 16-20 years

_____ 6-10 years _____ over 20 years

NOTE: IF YOU ARE AN R.N. AND ARE WORKING TOWARD OR HAVE ACQUIRED A BACCALAUREATE DEGREE PLUS ALSO HOLD EITHER AN ASSOCIATE DEGREE OR A HOSPITAL SCHOOL DIPLOMA, PLEASE PROCEED TO ANSWER c AND f, OTHERWISE GO ON TO QUESTION 7, PAGE 3.

c. Numer of credits granted toward baccalaureate degree:

_____ credits

f. Method(s) of verification of educational and professional competence by degree-granting institution.

_____ competency evaluation

_____ written exam

_____ performance test

_____ written exam and performance test

_____ other _____

_____ Grade transcripts from previous institutions

_____ Licensure

_____ Other _____

7. Certification:

a. Type of Teaching Certificate(s) Held:

_____ None
_____ Vocational Intern Certificate
_____ Vocational Instructional I (Provisional)
_____ Vocational Instructional II (Permanent)
_____ Instructional I (Provisional)
_____ Instructional II (Permanent)
_____ Coordinator of Vocational Education I
_____ Coordinator of Vocational Education II
_____ Education Specialist I
_____ Education Specialist II
_____ Supervisory I
_____ Supervisory II
_____ Administrative I
_____ Administrative II
_____ Cooperative Education Instructor Endorsement
_____ Other _____

NOTE: IF YOU ARE PRESENTLY CERTIFIED OR ARE TAKING COURSES TOWARD CERTIFICATION, PLEASE PROCEED TO ANSWER b, c, d, AND e. OTHERWISE GO ON TO PART B, PAGE 5.

b. Program area of health occupations in which a certificate to teach is held:

_____ None
_____ Dental Assistant
_____ Dental Laboratory Technician
_____ Health Assistant
_____ Medical Assistant
_____ Medical Laboratory Assistant
_____ Nurse's Aide
_____ (Discontinued) Practical Nursing (Applies only to individuals issued college certificates prior to change in requirements)
_____ Radiologic Technologist
_____ Other _____

7. Certification (Cont'd):

c. How do you perceive the adequacy of certification guidelines and procedures as presently established for health occupations teachers and administrators?

_____ Very adequate

_____ Adequate

_____ Somewhat adequate

_____ Inadequate

d. As compared to other courses and educational experiences, how would you rank the importance and relevance of courses taken specifically for certification?

_____ Most definitely important

_____ Important

_____ Somewhat important

_____ Of Little importance

_____ Of No importance

e. What type of change(s) if any, in the certification of health occupations teachers do you think deserve(s) consideration?

_____ more flexible requirements

_____ less flexible requirements

_____ more state control

_____ less state control

_____ movement toward performance-based model

_____ movement away from performance-based model

_____ no change is needed

_____ other

f. The institution from which you received or plan to receive certification:

_____ Temple University

_____ University of Pittsburgh

_____ The Pennsylvania State University

_____ Other _____

Part B: Competencies of Health Occupations Teachers and Administrators

Please indicate your opinion relative to specific competencies by checking the degree to which you feel competence is needed in column A and the degree to which you feel already competent in Column B. You will have two responses to each item.

EXAMPLE

A Competence Needed						B Competence Acquired					
NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE	
			X		Conducting follow-up studies of health occupations graduates		X				

This example illustrates that the individual believes that considerable competence is required in conducting follow-up studies of health occupations graduates and, that he/she possesses slight competence in this area.

A Competence Needed					HEALTH OCCUPATIONS ACTIVITIES	B Competence Acquired				
NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE
					Expertise in one's occupational specialty i.e., dental assisting, nursing					
					Awareness of various regulatory functions in health occupations i.e., accreditation, certification, etc.					
					Understanding of and subscription to the philosophy of vocational education					
					Awareness of current professional and technical information					
					Knowledge in biological sciences, i.e., anatomy and physiology and bacteriology					
					Knowledge in physical sciences, i.e., chemistry and physics					
					Knowledge in behavioral sciences, i.e., psychology and sociology					
					Skill in the performance of various laboratory, medical or bedside procedures					
					Understanding of issues and trends affecting health occupations					
					Ability to assist students with problems relating to vocational and educational opportunities in health careers					

A Competence Needed					INSTRUCTIONAL ACTIVITIES	B Competence Acquired				
NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE
					Formulation of philosophy and objectives for an instructional program					
					Selection and development of instructional content for a course and/or unit of instruction					
					Organization of instructional sequence					
					Analysis of appropriate performance skills (procedures, etc.) relative to instructional content					
					Identification of out-of-school learning experiences, i.e., clinics, community agencies and industries					
					Determination of appropriate teaching methods and techniques					
					Recognition of individual learning needs of students					
					Selection of relevant learning materials, i.e., texts and visual aids					
					Development of instructional materials, i.e., information sheets and various handouts					
					Direction and moderation of group discussions and conferences					
					Utilization of resource persons in presenting course information					
					Establishment of criteria for program evaluation					
					Ability to provide instructional and related services to "special needs" students, i.e., handicapped and/or disadvantaged					

A Competence Needed						B Competence Acquired					
NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE	
					Establishment of evaluative criteria with regard to student performance						

LEADERSHIP - MANAGEMENT ACTIVITIES

					Collection, maintenance and dissemination of information on students and graduates						
					Selection and Utilization of advisory committees						
					Understanding of the significance of the law as it relates to the educative process in health occupations, i.e., legal aspects with regard to clinical experience, work experience, students' rights, etc.						
					Preparation of state reports (statistical as well as planning)						
					Determination of employer needs for health occupations personnel						
					Formulation of a program budget (in cooperation with administrator)						
					Development of policies to maintain program effectiveness						

Part C: Information for Program Offerings

1. Degree and Type of Participation:

   a. To what extent are you interested in participating in a health occupations teacher education program:

      _____ very much
      _____ much
      _____ some
      _____ little
      _____ none

   b. What would be your preference(s) with regard to course offerings in health occupations education:

      _____ courses leading to an undergraduate degree
      _____ courses leading to a graduate degree
      _____ courses leading to certification
      _____ other _____

2. Time and Meeting Preferences:

   a. How would you prefer course meetings to be scheduled:

      _____ once or twice a week per term
      _____ one week summer workshops
      _____ two or three day workshops
      _____ other _____

   b. When would it be most suitable for you to attend classes:

      _____ daytime during the week
      _____ nighttime during the week
      _____ weekends
      _____ other _____

   c. What distance would you be willing to travel in order to participate in a health occupations teacher education program:

      _____ 0-20 miles
      _____ 20-40 miles
      _____ 40-60 miles
      _____ over 60 miles

Additional Comments or Suggestions:

APPENDIX B

Proposed Undergraduate and Graduate Courses

in

Health Occupations Education

PROPOSED UNDERGRADUATE AND GRADUATE COURSES IN
HEALTH OCCUPATIONS EDUCATION

HOE 199v	Competency-based equivalency	(1-30)	
HOE 399v	Competency-based equivalency	(1-30)	
HOE 460v	Methods of Instruction for Health Occupations Teachers		2
HOE 461v	Secondary Health Occupations Programs		3
HOE 462v	Health Occupations Education Laboratory Experiences	(1-12)	2
HOE 463v	Curriculum Development and Program Planning in Emerging Health Occupations Education	(1-9)	2
HOE 466v	Observation and Practice Teaching		8
HOE 490v	Colloquium	(1-3)	
HOE 496v	Individual Studies	(1-6)	
HOE 497v	Special Topics	(1-6)	
HOE 520v	Concepts of Health Occupations Education		3
HOE 521v	Organization and Administration of Health Occupations		3
HOE 522v	Health Occupations Education Curriculum Improvement		3
HOE 523v	Clinical Learning Experiences in Health Occupations Education Programs		3
HOE 524v	Accreditation and Regulatory Practices in Health Occupations		3
HOE 525	Legal Aspects of Health Occupations Education		3
HOE 590v	Colloquium	(1-3)	
HOE 596v	Individual Studies	(1-6)	
HOE 597v	Special Topics	(1-6)	

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation, 5 units) 199v (Number) (1-30) (Credits or Units) (1-30) (Class Periods) 0 (Practicum Periods)

Title: Competency-based Equivalency

Abbreviation of Title (not more than 18 units, including spaces): Compt based Equiv

Description of Course (not more than 20 words, on attached sheet): See attached sheet.

Prerequisites: Admitted to the health occupations education baccalaureate degree program.

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation _____ (Abbreviation (5 units) Number Credits or Units Class Periods Practicum Periods)

Present Title _____

Proposed designation _____ (Abbreviation (5 units) Number Credits or Units Class Periods Practicum Periods)

Proposed Title _____ _____ (Abbreviation)

Change description NO ____ YES ____

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side) _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) Date

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) Date

NOTED BY: _____ (Dean of Graduate School (500-600 courses only)) Date

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date

A. Heading in Catalog(s)

Designation: HOE

Number: 199v

Title: Competency-based Equivalency

Credits: (1-30) (1-30) 0

Description: Credit awarded for experience or previous training in a health occupations area.

Prerequisite: Admitted to the health occupations education baccalaureate degree program.

B. Outline of Course Content

The content for this course is determined by the student's technical competencies in one or more health occupations areas. The competency-based equivalency skills may be acquired in a variety of methods, such as extended work experience, college, community college, military, hospital/health care industry based education programs, or holding a current license or registration/certification by a professional association or governmental unit.

C. Course Objectives

1. Through previous individualized or group activities the student will

   a. Demonstrate technical skills and knowledges in his/her health occupations area

   b. Identify and evaluate previous formalized learning activities

   c. Identify and evaluate previous work experience related to health occupations.

Achievement of these objectives will be determined through each students'

   a. Varification of previous formalized training program including hospital/health industry based programs, community college and college level programs

   b. Varification of holding a current state license or registration/certification by a professional association or governmental unit.

   d. And when not meeting requirements in c above, passing an approved competency examination in the selected area.

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies. The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. None

4. The proposed course will be offered every term. Enrollment will vary, but is estimated to be between 20 and 25 students per year.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation HOE (Abbreviation, 5 units) 399v (Number) (1-30) (Credits or Units) (1-30) (Class Periods) 0 (Practicum Periods)

Title Competency-based Equivalency

Abbreviation of Title (not more than 18 units, including spaces) Compt based Equiv

Description of Course (not more than 20 words, on attached sheet) See attached sheet.

Prerequisites Admitted to the health occupations education baccalaureate degree program.

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation ____ (Abbreviation, 5 units) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Present Title ____

Proposed designation ____ (Abbreviation, 5 units) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Proposed Title ____ ____ (Abbreviation)

Change description NO ___ YES ___

Change prerequisites from ____ to ____

Have departments affected by the change been advised? ____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number ____

Have departments affected by this proposal been advised? ____

Effective date (see note on reverse side) ____

SUBMITTED BY ____ (Head of Department (or person in charge of Instructional Area)) Date ____

NOTED BY ____ (College Representative to Senate Committee on Curricular Affairs) Date ____

APPROVED BY ____ (Dean of College (or Vice President for Undergraduate Studies)) Date ____

NOTED BY ____ (Dean of Graduate School (500-600 courses only)) Date ____

RECOMMENDED BY ____ (Graduate School Committee) Date ____ (Senate Committee) Date ____

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. None

4. The proposed course will be offered every term. Enrollment will vary, but is estimated to be between 20 and 25 students per year.

D. Effective Date

The beginning of the academic term following approval.

A. Heading in Catalog(s)

Designation: HOE

Number: 399v

Title: Competency-based Equivalency

Credits: (1-30) (1-30) 0

Description: Credit awarded for experience or previous training in a health occupations area.

Prerequisite: Admitted to the health occupations education baccalaureate degree program.

B. Outline of Course Content

The content for this course is determined by the student's technical competencies in one or more health occupations areas. The competency-based equivalency skills may be acquired in a variety of methods, such as extended work experience, college, community college, military, hospital/health care industry based education programs, or holding a current license or registration/certification by a professional association or governmental unit.

C. Course Objectives

1. Through previous individualized or group activities the student will

   a. Demonstrate technical skills and knowledges in his/her health occupations area

   b. Identify and evaluate previous formalized learning activities

   c. Identify and evaluate previous work experience related to health occupations.

Achievement of these objectives will be determined through each students'

   a. Varification of previous formalized training program including hospital/health industry based programs, community college and college level programs

   b. Varification of minimum required work experience

   c. Varification of holding a current state license or registration/certification by a professional association or governmental unit.

   d. And when not meeting requirements in c above, passing an approved competency examination in the selected area.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (000 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studeis

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 460v (Number) 2 (Credits or Units) 2 (Class Periods) 0 (Practicum Periods)

Title: Methods of Instruction for Health Occupations Teachers

Abbreviation of Title (not more than 18 units, including spaces): Meth. Instruc. HOE

Description of Course (not more than 20 words, on attached sheet)

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (199, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation (Abbreviation (5 units) / Number / Credits or Units / Class Periods / Practicum Periods)

Present Title

Proposed designation (Abbreviation (5 units) / Number / Credits or Units / Class Periods / Practicum Periods)

Proposed Title (Abbreviation)

Change description NO ___ YES ___

Change prerequisites from ___ to ___

Have departments affected by the change been advised? ___

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number

Have departments affected by this proposal been advised?

Effective date (see note on reverse side)

SUBMITTED BY ___ (Head of Department (or person in charge of Instructional Area)) Date

NOTED BY ___ (College Representative to Senate Committee on Curricular Affairs) Date

APPROVED BY ___ (Dean of College (or Vice President for Undergraduate Studies)) Date

NOTED BY ___ (Dean of Graduate School (for 500-600 courses only)) Date

RECOMMENDED BY ___ (Graduate School Committee) Date ___ (Senate Committee) Date

10/14 (Rev. 4-75)

A. Heading in Catalog(s)

Designation: HOE

Number: 460v

Credits: 2 2 0

Description: Methods of teaching, lesson planning, class organization and management, and other competencies essential to the health occupations teacher.

Prerequisite: None

B. Outline of Course Content

1. Overview of Health Occupations Education

   a. Historical perspective
   b. Funding patterns
   c. Delivery systems
   d. Trends and issues

2. The Instructional Process

   a. Introduction
   b. Theories of Learning
   c. The Learner and Learning
   d. The Learner with Special Needs
   e. Individualized instruction

3. Methods and Techniques of Instruction for health occupations learners

   a. Methods
   b. Techniques
   c. Devices
   d. Special concerns in health occupations education

4. Planning, Developing, and Evaluating Instructional Units for the health occupations learner

   a. Planning
   b. Developing
   c. Evaluating

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to learning, teaching and characteristics of the health occupations learner
   b. Identify essential characteristics, problems and concerns of the health occupations learner.

c. Differentiate appropriate methods, techniques and devices for teaching the health occupations learner.
d. Develop and evaluate through an analysis of related research, instructional programs for the health occupations learner

Achievement of these objectives will be determined through each students'

a. Regular participation in class and class-related activities
b. Completion of short instructional modules on selected methods and techniques of health occupations education
c. Attainment on two or more evaluative measures
d. Completion of a detailed report on a selected component of teaching the health occupations learner.

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through post-secondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for upgrading.

3. None

4. The proposed course will be offered once every other academic year and alternate summer terms. Estimated enrollment is 20 students.

D. Effective Date

Summer Term, 1977

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 461v (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Secondary Health Occupations Programs

Abbreviation of Title (not more than 18 units, including spaces): Sec Health Occup Prog

Description of Course (not more than 20 words, on attached sheet): See attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Present Title: ____

Proposed designation: ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Proposed Title: ____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from: ____ to: ____

Have departments affected by the change been advised? ____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: ____

Have departments affected by this proposal been advised? ____

Effective date (see note on reverse side): ____

SUBMITTED BY: ____ (Head of Department (or person in charge of Instructional Area)) Date: ____

NOTED BY: ____ (College Representative to Senate Committee on Curricular Affairs) Date: ____

APPROVED BY: ____ (Dean of College (or Vice President for Undergraduate Studies)) Date: ____

NOTED BY: ____ (Dean of Graduate School (500/600 courses only)) Date: ____

RECOMMENDED BY: ____ (Graduate School Committee) Date: ____ (Senate Committee) Date: ____

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: HOE

Number: 461v

Title: Secondary Health Occupations Programs

Credits: 3 3 0

Description: Participants will explore aspects of high school health occupations programs

Prerequisite: None

B. Outline of Course Content

1. Secondary health occupations education curriculum models

   a. Individual program
   b. Core/cluster/lattice
   c. Integration with related programs

2. Health occupations student organization

   a. Philosophy behind use of student organization
   b. Club organization
   c. Activities
   d. Integration with career objectives

3. Health occupations career development

   a. Exploratory
   b. Occupational information
   c. Coordination with high school offerings
   d. Integration at health occupations education program level
   e. Student recruitment

4. Articulation

   a. With other secondary programs
   b. With post-secondary vocational school programs
   c. With community college programs

5. Regulations affecting secondary health occupations programs

   a. Governmental
   b. Professional
   c. Clinical requirements

6. Cooperative method used in secondary health occupations education programs

   a. Definition and distinction between non-paid clinical experience, work-study, cooperative method and cooperative education

7. Administrative structure of secondary health occupations education

   a. State Vocational Program Guidelines
   b. Requirement of teachers
   c. Legal requirements
   d. Advisory Committees
   e. Inservice education
   f. Program evaluation

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to secondary health occupations education programs
   b. Identify and examine the major issues concerning secondary health occupations education programs
   c. Identify and examine essential aspects of the administration of secondary health occupations education programs
   d. Develop, through an analysis of related research, components devoted to secondary health occupations education

Achievement of these objectives will be determined through each students'

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on secondary health occupations education
   c. Attainment on two or more evaluative measures
   d. Completion of a report detailing a selected component of secondary health occupations education.

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments

4. The proposed course will be offered once a year (Fall Term) during the academic year and every other summer term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialists.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 462v (Number) (1-12) (Credits or Units) (1-12) (Class Periods) 0 (Practicum Periods)

Title: Health Occupations Education Laboratory Experiences

Abbreviation of Title (not more than 18 units, including spaces): HOE Lab Exp

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Proposed Title: _____ _____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side): _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) Date _____

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date _____

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) Date _____

NOTED BY _____ (Dean of Graduate School (500-600 courses only)) Date _____

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date _____

A. Heading in Catalog(s)

Designation: I ED

Number: 461v

*1, 2 Title: Health Occupations Education Laboratory Experiences

Credits: (1-12) (1-12) (0)

Description: Intensive laboratory activities in selected health occupations education areas for teachers in core/cluster programs

Prerequisite: None

B. Outline of Course Content

1. Methods and Techniques utilized in teaching in selected health occupations clinical/laboratory areas.

   a. Planning clinical/laboratory learning activities
   b. Selection of appropriate competencies needed for inclusion in the clinical experience
   c. Improvement of basic skill competencies needed for teaching in core/cluster health occupations education programs.

2. Teaching materials and devices utilized in the clinical/laboratory setting.

   a. Equipment
   b. Expendables
   c. Instructional media
   d. Simulation

3. Evaluation of clinical experiences in relation to

   a. Program effectiveness
   b. Student performance
   c. Instructor effectiveness
   d. Manpower requirements

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Identify and examine selected clinical learning activities appropriate for core/cluster health occupations education programs.

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*1 A specific sub-title may be used in each area and will be entered on the student's transcript

*2 Resource specialists may be utilized

b. Identify and examine the various teaching materials and devices utilized in selected clinical settings.
c. Examine and evaluate research devoted to teaching, learning and evaluation in the clinical setting.
d. Develop, through an analysis of related research, components devoted to teaching in the clinical setting.

Achievement of these objectives will be determined through each students'

a. Regular participation in class and class-related activities.
b. Development of criteria for selection of appropriate clinical learning activities.
c. Completion of short instructional modules for clinical activities.
d. Attainment on two or more evaluative measures.

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for upgrading.

3. See attachments.

4. The proposed course will be offered once a year (Spring Term) during the academic year and each summer term. Estimated enrollment is 18 students based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation HOE (Abbreviation (5 units)) 463v (Number) (1-9) (Credits or Units) (1-9) (Class Periods) 0 (Practicum Periods)

Title Curriculum Development and Program Planning in Emerging Health Occupations Education

Abbreviation of Title (not more than 18 units, including spaces) Cur Dev & PP Emerg HOE

Description of Course (not more than 20 words, on attached sheet) see attached sheet.

Prerequisites None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Present Title _____

Proposed designation _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Proposed Title _____ _____ (Abbreviation)

Change description NO ____ YES ____

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side) _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) (Date)

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) (Date)

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) (Date)

NOTED BY _____ (Dean of Graduate School (500,600 courses only)) (Date)

RECOMMENDED BY _____ (Graduate School Committee) (Date) (Senate Committee) (Date)

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: HOE

Number: 463v

*1 Title: Curriculum Development and Program Planning in Emerging Health Occupations Education

Credits: (1-9) (1-9) (0)

Description: Intensive individual and group work on current problems in curriculum development and program planning in emerging health occupations education.

Prerequisite: None

B. Outline of Course Content

1. Planning, implementing and evaluating health occupations curricula and programs

   a. Guidelines for curriculum and program planning
   b. Models for curriculum and program planning
   c. Vocational (manpower) needs integrated with curriculum and program
   d. The instructional delivery system
   e. Guidelines for evaluation based on exit needs
   f. Integration of theory and practice

2. Health occupations education

   a. Research devoted to health occupations education curriculum development and program planning
   b. Interrelation of health occupations in the health care system
   c. Evaluation as a process of curriculum development and program planning
   d. The clinical setting
   e. The educational setting
   f. The legal and professional requirements

3. Planning a curriculum/program in a health occupations area

   a. Guidelines for writing curriculum/programs
   b. Integrating the curriculum/program into a selected instructional delivery system
   d. Evaluating the development and planning process

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*1 A specific sub-title may be used in each area and will be entered on the student's transcript.

C. Course Objectives

1. Through class participation and successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to curriculum development and program planning
   b. Describe details of planning, implementing and evaluating curricula and program
   c. Identify and examine the various regulations and how they affect planning and development of health occupations education learning activities
   d. Develop, through an analysis of related research, components devoted to curriculum development and program planning

Achievement of these objectives will be determined through each students'

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on curriculum development and program planning activities
   c. Attainment on two or more evaluative measures
   d. Development in detail of a curriculum or program in a selected health occupations area

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments.

4. The proposed course will be offered once a year (Winter Term) during the academic year and every other summer term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation HOE (Abbreviation (5 units)) 490v (Number) (1-3) (Credits or Units) (1-3) (Class Periods) 0 (Practicum Periods)

Title Colloquium

Abbreviation of Title (not more than 18 units, including spaces) Colloquium

Description of Course (not more than 20 words, on attached sheet) see attached sheet.

Prerequisites None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Present Title ____

Proposed designation ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Proposed Title ____ ____ (Abbreviation)

Change description NO ____ YES ____

Change prerequisites from ____ to ____

Have departments affected by the change been advised? ____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number ____

Have departments affected by this proposal been advised? ____

Effective date (see note on reverse side) ____

SUBMITTED BY ____ (Head of Department (or person in charge of Instructional Area)) Date ____

NOTED BY ____ (College Representative to Senate Committee on Curricular Affairs) Date ____

APPROVED BY ____ (Dean of College (or Vice President for Undergraduate Studies)) Date ____

NOTED BY ____ (Dean of Graduate School (500-600 courses only)) Date ____

RECOMMENDED BY ____ (Graduate School Committee) Date ____ (Senate Committee) Date ____

10/74 (Rev. 6-75)

A. Heading in Catalog(s)

Designation: HOE

Number: 490v

Title: Colloquium

Credits: (1-3) (1-3) 0

Description: Continuing seminars which consist of a series of individual lectures by faculty, students, or outside speakers

Prerequisite: None

B. Outline of Course Content

The colloquium format prescribes different topics and different lectures for each term the course is offered which precludes presentation of a detailed course outline.

C. Course Objectives

1. The objectives of this course are to provide the student an opportunity to interact with faculty, students and outside speakers on selected topics and research related to the field of vocational education.

Achievement of these objectives will be determined through each students'

a. Regular participation in class and class-related activities
b. Completion of a report detailing a selected component of vocational education

2. The instructional program in Vocational Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend vocational industrial education teachers from secondary through post-secondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon current research and contemporary topics related to health occupations education. The proposed course is addressed to graduate students.

3. None affected

4. The proposed course will be offered each term. Estimated enrollment is 15 students based upon current departmental enrollment.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 496v (Number) (1-6) (Credits or Units) (1-6) (Class Periods) 0 (Practicum Periods)

Title: Individual Studies

Abbreviation of Title (not more than 18 units, including spaces): Ind. St.

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Present Title

Proposed designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Proposed Title (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from ____ to ____

Have departments affected by the change been advised? ____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number

Have departments affected by this proposal been advised?

Effective date (see note on reverse side)

SUBMITTED BY ____ (Head of Department (or person in charge of Instructional Area)) (Date)

NOTED BY ____ (College Representative to Senate Committee on Curricular Affairs) (Date)

APPROVED BY ____ (Dean of College (or Vice President for Undergraduate Studies)) (Date)

NOTED BY ____ (Dean of Graduate School (500/600 courses only)) (Date)

RECOMMENDED BY ____ (Graduate School Committee) (Date) (Senate Committee) (Date)

10/74

A. Heading in Catalog(s)

Designation: HOE

Number: 496v

Title: Individual Studies

Credits: (1-6) (1-6) 0

Description: Creative projects, including research, which are supervised on an individual basis and which fall outside the scope of formal courses.

Prerequisite: None

B. Outline of Course Content

It is not possible to specify outlines for this common course. By its very nature, the subject varies term by term, and student by student.

The following criteria will be utilized in establishing content:

1. Specification of the problem
2. Establishment of students' goals
3. Development of plans for doing the project
4. Identification of evaluation criteria
5. Implementation of the plans
6. Preparation of written report of the project
7. Evaluation of the project in relation to previously established criteria

C. Course Objectives

1. The objectives of this course are to provide the student an opportunity to undertake creative projects and non-thesis research that will enhance the students professional development.

Achievement of these objectives will be determined through each student's completion of a report detailing the project or research.

2. The instructional program in Vocational Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend vocational industrial education teachers from secondary through post-secondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon current research and contemporary topics related to health occupations education. The proposed course is addressed to graduate students.

3. None affected

4. The proposed course will be offered each term. Estimated enrollment is 5 to 8 students based upon current departmental enrollment.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 497v (Number) (1-6) (Credits or Units) (1-6) (Class Periods) 0 (Practicum Periods)

Title: Special Topics

Abbreviation of Title (not more than 18 units, including spaces): Sp Top

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Present Title:

Proposed designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Proposed Title: (Abbreviation)

Change description: NO ___ YES ___

Change prerequisites from: ___ to ___

Have departments affected by the change been advised?

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number:

Have departments affected by this proposal been advised?

Effective date (see note on reverse side)

SUBMITTED BY: (Head of Department (or person in charge of Instructional Area)) Date

NOTED BY: (College Representative to Senate Committee on Curricular Affairs) Date

APPROVED BY: (Dean of College (or Vice President for Undergraduate Studies)) Date

NOTED BY: (Dean of Graduate School (500/600 courses only)) Date

RECOMMENDED BY: Graduate School Committee Date Senate Committee Date

A. Heading in Catalog(s)

Designation: HOE

Number: 497v

Title: Special Topics

Credits: (1-6) (1-6) 0

Description: Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.

Prerequisite: None

B. Outline of Course Content

The outline for the course will vary in response to the particular topic for a given term. A wide array of topics may be appropriate provided that they meet the criterion of being conceptually or substantively relevant to health occupations education.

C. Course Objectives

1. The objectives of this course are to provide the student an opportunity to study subjects of special interest.

Achievement of these objectives will be determined through each students'

a. Regular participation in class and class-related activities
b. Attainment on two or more evaluative measures
c. Completion of a report detailing a selected component of the course

2. The instructional program in Vocational Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend vocational industrial education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon current research and contemporary topics related to health occupations education. The proposed course is addressed to graduate students.

3. None affected

4. The proposed course will be offered each term. Estimated enrollment is 15 students based upon current departmental enrollment.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 520v (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Concepts of Health Occupations Education

Abbreviation of Title (not more than 18 units, including spaces): Concepts of HOE

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Proposed Title: _____ _____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____ _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side) _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) Date _____

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date _____

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) Date _____

NOTED BY _____ (Dean of Graduate School (500-600 courses only)) Date _____

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date _____

10/74 (Rev. 6-80)

A. Heading in Catalog(s)

Designation: HOE

Number: 520v

Title: Concepts of Health Occupations Education

Credits: 3 3 0

Description: Concepts of career education mobility, regulations and issues in health occupations education will be discussed along with problems of implementation.

Prerequisite: None

B. Outline of Course Content

1. Health occupations education mobility

   a. Career education mobility
   b. Define relevant terminology and differentiate between related terms
   c. Characteristics of core/cluster/ladders/lattice concepts
   d. Patterns of core programs
   e. Curriculum patterns
   f. Trends

2. Regulations

   a. Federal
   b. State
   c. Local
   d. Industry
   e. Professional
   f. Trends

3. Major issues concerning health occupations education programs

   a. Government policies and intervention
   b. Changing health care manpower needs
   c. Educational institutions
   d. Health care system
   e. Professional organizations

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to the concepts of health occupations education

b. Identify essential aspects of health occupations education mobility
c. Differentiate appropriate regulations for health occupations education programs
d. Identify and examine the major issues concerning health occupations education
e. Develop, through an analysis of related research, components devoted to health occupations education.

Achievement of these objectives will be determined through each student's

a. Regular participation in class and class-related activities
b. Completion of short instructional modules on health occupations education
c. Attainment on two or more evaluative measures
d. Completion of a report detailing a selected component of health occupations education

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments.

4. The proposed course will be offered once a year (alternating terms) during the academic year and every other summer term. Estimated enrollment is 18 students based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 521v (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Organization and Administration of Health Occupations

Abbreviation of Title (not more than 18 units, including spaces): Org Adm Health Occup

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Present Title: ____

Proposed designation: ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Proposed Title: ____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from ____ to ____

Have departments affected by the change been advised? ____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: ____

Have departments affected by this proposal been advised? ____

Effective date (see note on reverse side): ____

SUBMITTED BY ____ (Head of Department (or person in charge of Instructional Area)) Date ____

NOTED BY ____ (College Representative to Senate Committee on Curricular Affairs) Date ____

APPROVED BY ____ (Dean of College (or Vice President for Undergraduate Studies)) Date ____

NOTED BY ____ (Dean of Graduate School (500-600 courses only)) Date ____

RECOMMENDED BY ____ (Graduate School Committee) Date ____ (Senate Committee) Date ____

10/74 Dies 6/75

A. Heading in Catalog(s)

Designation: HOE

Number: 521v

Title: Organization and Administration of Health Occupations

Credits: 3 3 0

Description: Emphasis placed upon external factors affecting health occupations programs at secondary, post-secondary, and community college levels.

Prerequisite: None

B. Outline of Course Content

1. Development of Health Occupations Education

   a. Past patterns of health
   b. European influence
   c. Development of professional groups
   d. Specific results of past influences
   e. Social changes indicating need for health worker

2. Regulatory functions in health occupations education

   a. Accreditation
   b. Licensure, certification and/or Registration
   c. Control of health services
   d. Evaluation of outcomes of control measures

3. Health legislation

   a. Early development
   b. Through World War II
   c. The Fifties
   d. The Sixties
   e. The Seventies
   f. Future trends and issues

4. Considerations in establishing a health occupations education program

   a. Manpower considerations
   b. Resources available for use and consideration
   c. Institution considerations
   d. Regulatory considerations
   e. Instructional considerations

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to the organization and administration of health occupations
   b. Identify and examine essential aspects of health occupations for establishing health occupations education programs
   c. Identify and examine the major issues and trends in the organization and administration of health occupations
   d. Develop, through an analysis of related research, components related to organization and administration of health occupations

Achievement of these objectives will be determined through each student's

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on health occupations
   c. Attainment on two or more evaluative measures
   d. Completion of a detailed report on a selected component of health occupations

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present division course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments.

4. The proposed course will be offered once a year (alternating terms) during the academic year and every other summer term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation, 5 units) | 522v (Number) | 3 (Credits or Units) | 3 (Class Periods) | 0 (Practicum Periods)

Title: Health Occupations Education Curriculum Improvement

Abbreviation of Title (not more than 18 units, including spaces): HOE Cur Imp

Description of Course (not more than 20 words, on attached sheet): see attached sheet

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation, 5 units) | _____ (Number) | _____ (Credits or Units) | _____ (Class Periods) | _____ (Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation, 5 units) | _____ (Number) | _____ (Credits or Units) | _____ (Class Periods) | _____ (Practicum Periods)

Proposed Title: _____ _____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side) _____

SUBMITTED BY _____ (Head of Department for person in charge of Instructional Area) Date _____

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date _____

APPROVED BY _____ (Dean of College for Vice President for Undergraduate Studies) Date _____

NOTED BY _____ (Dean of Graduate School [500-600 courses only]) Date _____

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date _____

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: HOE

Number: 522v

Title: Health Occupations Education Curriculum Improvement

Credits: 3 3 0

Description: Intensive individual and group work on current problems in health occupations education curriculum improvement.

Prerequisite: Completion of a health occupational learning period.

B. Outline of Course Content

1. Planning, implementing and evaluating improvement of curriculum

   a. Models for curriculum improvement
   b. A learner data based system
   c. An integrated guidance system
   d. Vocational (manpower) needs integrated with curriculum processes and individual needs
   e. Curriculum and instructional system compatible with governmental regulations and professional standards
   f. Integration of theory and practice
   g. Performance based evaluation process on exit needs

2. Health occupations education curriculum

   a. The educational setting
   b. The clinical setting
   c. Interrelating to the various health occupations education programs
   d. Research devoted to health occupations education curriculum improvement
   e. Evaluation as a curriculum improvement process

3. Curriculum improvement activities

   a. Guidelines for writing improved curriculum
   b. Integrating curriculum into a selected instructional delivery system
   c. Evaluating the improvement process

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Describe details of planning, implementing and evaluating curriculum
   b. Examine and evaluate research devoted to the improvement of curriculum

c. Identify relevant health occupations regulations and their implications for curriculum improvement
d. Develop, through an analysis of related research, components devoted to the improvement of curriculum

Achievement of these objectives will be determined through each student's

a. Regular participation in class and class-related activities
b. Development of selected criteria for the improvement of curriculum
c. Attainment on two or more evaluative measures
d. Development of a detailed revised curriculum based upon criteria provided in meeting the above course objectives

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas.

3. See attachments.

4. The proposed experimental course will be offered once during the academic year (Fall Term) and during the Summer Term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 523v (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Clinical Learning Experiences in Health Occupations Education Programs

Abbreviation of Title (not more than 18 units, including spaces): Clin Learn Exp HOE Prog

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Proposed Title: _____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective Date (see note on reverse side) _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) Date _____

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date _____

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) Date _____

NOTED BY _____ (Dean of Graduate School (500-600 courses only)) Date _____

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date _____

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: HOE

Number: 523v

Title: Clinical Learning Experiences in Health Occupations Education Programs

Credits: 3 3 0

Description: Selecting, evaluating, scheduling, and coordinating methods of clinical learning for health occupations education programs.

Prerequisite: None

B. Outline of Course Content

1. Components of clinical learning experiences

   a. Resources for identifying clinical areas
   b. Identifying needed types of clinical learning experiences
   c. Accreditation requirements
   d. Agreements
   e. Trends and issues

2. Selecting clinical settings for student learning

   a. Criteria for selection
   b. Survey of clinical facility
   c. Assessment of health care facilities and services
   d. Educational orientation of staff
   e. Issues and trends

3. Evaluating the clinical setting for learning experiences

   a. Control and service
   b. Type of care
   c. Services
   d. Patient characteristics
   e. Educational orientation
   f. Issues and trends

4. Scheduling and coordination of clinical learning experiences

   a. Objectives of the program
   b. Supervision of students
   c. Sufficient experience
   d. Cooperation/communication
   e. Scheduling
   f. Evaluation of students
   g. Site evaluation
   h. Individual student needs

5. Future clinical consideration and problems

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to selecting, evaluating, scheduling and coordinating clinical learning experiences
   b. Identify essential aspects of the clinical setting required for selected learning experiences
   c. Differentiate appropriate methods for selecting, evaluating, scheduling and coordination of health occupations clinical learning experiences
   d. Develop, through an analysis of related research, components devoted to selecting, evaluating, scheduling, and coordinating methods of clinical learning for health occupations education programs
   e. Identify and examine the major issues concerning clinical learning experiences

Achievement of these objectives will be determined through each students'

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on selecting, evaluating, scheduling, and coordinating methods of clinical learning
   c. Attainment on two or more evaluative measures
   d. Completion of an on site visit and a detailed report of the evaluation of a selected learning facility

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments.

4. The proposed course will be offered once a year (Spring Term) during the academic year and every other summer term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 524v (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Accreditation and Regulatory Practices in Health Occupations

Abbreviation of Title (not more than 18 units, including spaces): Accred & Reg Prac H O

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Proposed Title: _____ _____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from: _____ to: _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side): _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) Date _____

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date _____

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) Date _____

NOTED BY _____ (Dean of Graduate School (500/600 courses only)) Date _____

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date _____

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: HOE

Number: 524v

Title: Accreditation and Regulatory Practices in Health Occupations

Credits: 3 3 0

Description: Accreditation, regulation, licensure, and certification practices as they affect students and health occupations programs at secondary and postsecondary levels.

Prerequisite: None

B. Outline of Course Content

1. Accreditation

   a. By professional groups
   b. By governmental units
   c. By regional accrediting agencies
   d. Trends and issues

2. Regulations

   a. Professional
   b. Governmental
   c. Health Services systems
   d. Trends and issues

3. Licensure

   a. State
   b. National
   c. Trends and issues

4. Certification

   a. By professional groups
   b. By governmental agency
   c. By health services systems
   d. Trends and issues

5. Educational concerns

   a. Basic preparation
   b. Alternative modes for job entry
   c. Continuing education requirements
   d. Preparation for teaching

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to accreditation, regulation, licensure, and certification practices
   b. Identify essential aspects of accreditation and regulatory practices in health occupations
   c. Differentiate appropriate accreditation and regulatory practices for health occupations education programs
   d. Identify and examine the major issues concerning health occupations education.
   e. Develop, through an analysis of related research, components devoted to accreditation and regulatory practices in health occupations.

Achievement of these objectives will be determined through each students'

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on accreditation and regulatory practices
   c. Attainment on two or more evaluative measures
   d. Completion of a report detailing a selected component of accreditation and regulatory practices in health occupations.

2. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments

4. The proposed course will be offered once a year (alternating terms) during the academic year and every other summer term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 525v (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Legal Aspects of Health Occupations Education

Abbreviation of Title (not more than 18 units, including spaces): Legal Aspects HOE

Description of Course (not more than 20 words; on attached sheet): See Attached Sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Present Title: ____

Proposed designation: ____ (Abbreviation (5 units)) ____ (Number) ____ (Credits or Units) ____ (Class Periods) ____ (Practicum Periods)

Proposed Title: ____ (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from: ____ to: ____

Have departments affected by the change been advised? ____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: ____

Have departments affected by this proposal been advised? ____

Effective date (for semester on reverse side): ____

SUBMITTED BY ____ (Head of Department (or person in charge of Instructional Area)) Date ____

NOTED BY ____ (College Representative to Senate Committee on Curricular Affairs) Date ____

APPROVED BY ____ (Dean of College (or Vice President for Undergraduate Studies)) Date ____

NOTED BY ____ (Dean of Graduate School (GRADUATE courses only)) Date ____

RECOMMENDED BY ____ (Graduate School Committee) Date ____ (Senate Committee) Date ____

A. Heading in Catalog(s)

Designation: HOE

Number: 525v

Title: Legal Aspects of Health Occupations Education

Credits: 3 3 0

Description: Emphasis of law, statutory provisions and court decisions affecting health occupations teachers and health occupations programs.

Prerequisite: None

B. Outline of Course Content

1. The School Laws of Pennsylvania

   a. The Public School Code of 1949, as amended
   b. Laws not part of the School Code, but dealing with or affecting the public schools less directly
   c. Case studies with implications for health occupations teachers

2. Federal laws and acts affecting health occupations education

   a. Vocational Education Legislation
   b. CETA
   c. Department of Labor
   d. Federal health legislation
   e. Other federal acts affecting health occupations education

3. State Boards and other health related laws affecting health occupations education

   a. State Board of Nurse Examiners
   b. Other health boards affecting health occupations education
   c. Proposed and or pendi[illegible] legislation

4. Professional associations and their standards influencing health occupations education as "law."

   a. Professional requirements
   b. Accreditation of programs
   c. Certification and/or registration requirements

5. Federal and State codes affecting space utilization, equipment and personnel

   a. OSHA standards and implications for health occupations education
   b. Environmental and related regulations and implications for health occupations education
   c. Radiation Protection and utilization of x-ray equipment
   d. Other codes affecting health occupations education

C. Course Objectives

1. Through class participation and successful completion of activities designed for this course the student will

   a. Examine and evaluate laws, cases and statutory provisions affecting health occupations teachers and health occupations programs

2. Identify and examine specific laws and regulations affecting their program teaching area.

3. Develop through an analysis of related research, components devoted to selected health occupations programs.

   Achievement of these objectives will be determined through each students'

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on selected legal aspects of health occupations education
   c. Attainment on two or more evaluative measures
   d. Development in detail of the legal aspects affecting a selected health occupations area.

4. The instructional program in Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend health occupations education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon the improvement of health occupations education curriculums. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of health occupations education teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the health occupations education areas. The proposed course is part of the plan for the upgrading.

3. See attachments.

4. The proposed course will be offered once a year (Winter Term) during the academic year and every other summer term. Estimated enrollment is 18 students as based upon information provided by the Department of Education Health Occupations Education Senior Program Specialist.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 590v (Number) (1-3) (Credits or Units) (1-3) (Class Periods) 0 (Practicum Periods)

Title: Colloquium

Abbreviation of Title (not more than 18 units, including spaces): Colloquium

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation (5 units)) _____ (Number) _____ (Credits or Units) _____ (Class Periods) _____ (Practicum Periods)

Proposed Title: _____ _____ (Abbreviation)

Change description: NO ___ YES ___

Change prerequisites from: _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side) _____

SUBMITTED BY _____ (Head of Department (or person in charge of Instructional Area)) Date _____

NOTED BY _____ (College Representative to Senate Committee on Curricular Affairs) Date _____

APPROVED BY _____ (Dean of College (or Vice President for Undergraduate Studies)) Date _____

NOTED BY _____ (Dean of Graduate School (500,600 courses only)) Date _____

RECOMMENDED BY _____ (Graduate School Committee) Date _____ (Senate Committee) Date _____

A. Heading in Catalog(s)

Designation: HOE

Number: 590v

Title: Colloquium

Credits: (1-3) (1-3) 0

Description: Continuing seminars which consist of a series of individual lectures by faculty, students, or outside speakers.

Prerequisite: None

B. Outline of Course Content

The colloquium format prescribes different topics and different lectures for each term the course is offered which precludes presentation of a detailed course outline.

C. Course Objectives

1. The objectives of this course are to provide the student an opportunity to interact with faculty, students and outside speakers on selected topics and research related to the field of vocational education.

Achievement of these objectives will be determined through each student's

a. Regular participation in class and class-related activities
b. Completion of a report detailing a selected component of vocational education

2. The instructional program in Vocational Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend vocational industrial education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon current research and contemporary topics related to health occupations education. The proposed course is addressed to graduate students.

3. None affected

4. The proposed course will be offered each term. Estimated enrollment is 15 students based upon current departmental graduate enrollment.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HOE (Abbreviation (5 units)) 596v (Number) (1-6) (Credits or Units) (1-6) (Class Periods) 0 (Practicum Periods)

Title: Individual Studies

Abbreviation of Title (not more than 18 units, including spaces): Ind. St.

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Present Title:

Proposed designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Proposed Title: (Abbreviation)

Change description: NO ___ YES ___

Change prerequisites from: ___ to: ___

Have departments affected by the change been advised?

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number:

Have departments affected by this proposal been advised?

Effective date (see note on reverse side):

SUBMITTED BY: (Head of Department (or person in charge of Instructional Area)) Date:

NOTED BY: (College Representative to Senate Committee on Curricular Affairs) Date:

APPROVED BY: (Dean of College (or Vice President for Undergraduate Studies)) Date:

NOTED BY: (Dean of Graduate School (500-600 courses only)) Date:

RECOMMENDED BY: (Graduate School Committee) Date: (Senate Committee) Date:

10/74 (Rev. 6-76)

A. Heading in Catalog(s)

Designation: HOE

Number: 596v

Title: Individual Studies

Credits: (1-6) (1-6) 0

Description: Creative projects, including non-thesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

Prerequisite: None

B. Outline of Course Content

It is not possible to specify outlines for this common course. By its very nature, the subject varies term by term, and student by student.

The following criteria will be utilized in establishing content:

1. Specification of the problem
2. Establishment of student's goals
3. Development of plans for doing the project
4. Identification of evaluation criteria
5. Implementation of the plans
6. Preparation of written report of the project
7. Evaluation of the project in relation to previously established criteria

C. Course Objectives

1. The objectives of this course are to provide the student an opportunity to undertake creative projects and non-thesis research that will enhance the students professional development.

Achievement of these objectives will be determined through each student's completion of a report detailing the project or research.

2. The instructional program in Vocational Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend vocational industrial education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon current research and contemporary topics related to health occupations education. The proposed course is addressed to graduate students.

3. None affected

4. The proposed course will be offered each term. Estimated enrollment is 5 to 8 students based upon current departmental graduate enrollment.

D. Effective Date

The beginning of the academic term following approval.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: HQE (Abbreviation (5 units)) 597v (Number) (1-6) (Credits or Units) (1-6) (Class Periods) 0 (Practicum Periods)

Title: Special Topics

Abbreviation of Title (not more than 18 units, including spaces): Sp Top

Description of Course (not more than 20 words, on attached sheet): see attached sheet.

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Present Title:

Proposed designation: (Abbreviation (5 units)) (Number) (Credits or Units) (Class Periods) (Practicum Periods)

Proposed Title: (Abbreviation)

Change description: NO ____ YES ____

Change prerequisites from: ____ to: ____

Have departments affected by the change been advised?

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number:

Have departments affected by this proposal been advised?

Effective date (see note on reverse side)

SUBMITTED BY: (Head of Department (or person in charge of Instructional Area)) (Date)

NOTED BY: (College Representative to Senate Committee on Curricular Affairs) (Date)

APPROVED BY: (Dean of College (or Vice President for Undergraduate Studies)) (Date)

NOTED BY: (Dean of Graduate School (500/600 courses only)) (Date)

RECOMMENDED BY: (Graduate School Committee) (Date) (Senate Committee) (Date)

A. Heading in Catalog(s)

Designation: HOE

Number: 597v

Title: Special Topics

Credits: (1-6) (1-6) 0

Description: Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.

Prerequisite: None

B. Outline of Course Content

The outline for the course will vary in response to the particular topic for a given term. A wide array of topics may be appropriate provided that they meet the criterion of being conceptually or substantively relevant to health occupations education.

C. Course Objectives

1. The objectives of this course are to provide the student an opportunity to study subjects of special interest.

Achievement of these objectives will be determined through each student's

a. Regular participation in class and class-related activities
b. Attainment on two or more evaluative measures
c. Completion of a report detailing a selected component of the course

2. The instructional program in Vocational Industrial Education is approved by the Pennsylvania Department of Education to prepare and recommend vocational industrial education teachers from secondary through postsecondary education levels. The proposed course is intended to fulfill divisional responsibility to the Commonwealth by focusing its participants attention and energies upon current research and contemporary topics related to health occupations education. The proposed course is addressed to graduate students.

3. None affected

4. The proposed course will be offered each term. Estimated enrollment is 15 students based upon current departmental graduate enrollment.

D. Effective Date

The beginning of the academic term following approval.

APPENDIX C

Proposed Program Outline for the Master of Education Degree in Health Occupations Education

THE PENNSYLVANIA STATE UNIVERSITY
DIVISION OF OCCUPATIONAL & VOCATIONAL STUDIES
PROGRAM IN HEALTH OCCUPATIONS EDUCATION

MASTER OF EDUCATION DEGREE

FOR: _____ SOC. SEC. NO. ___ - ___ - ____

		Credits	Term	Grade
Courses required from educational foundations and/or outside of education	(6 Credits)			
___ ___	_____	___	___	___
___ ___	_____	___	___	___
___ ___	_____	___	___	___
Course required in Research Methods	(2 Credits)			
IED 550v	Research in Vocational Education or (an equivalent research methods course)	___	___	___
Courses required in Health Occupations Education	(12 Credits)			
HOE 520v	Concepts of Health Occupations Education	3	___	___
HOE 521v	Organization and Administration of Health Occupations Programs	3	___	___
HOE 522v	Health Occupations Education Curriculum Improvement	3	___	___
HOE 523v	Clinical Learning Experiences in Health Occupations Education Programs	3	___	___
Electives from Health Occupations Education Courses and/or other approved courses (At least one additional HOE course required)	(10 Credits)			
___ ___	_____	___	___	___
___ ___	_____	___	___	___
___ ___	_____	___	___	___
___ ___	_____	___	___	___
___ ___	_____	___	___	___
___ ___	_____	___	___	___
___ ___	_____	___	___	___
Total Minimum for Degree	(30 Credits)			

Program approved: Date: _____

_____
Signature, Graduate Advisor

Additional requirements for the Degree:

Completion of a Master's Paper: Date: _____
Passed Master's Examination: Date: _____

Beginning Term _____

Date Degree Requirements Completed _____

Term awarded degree _____

Grade Point Average _____

APPENDIX D

Proposed Program Outline for the Bachelor of Science Degree in Health Occupations Education

BACHELOR OF SCIENCE DEGREE PROGRAM FOR HEALTH OCCUPATIONS EDUCATION

BACCALAUREATE DEGREE REQUIREMENTS

Each program leading to the baccalaureate degree supports the general aims of undergraduate education. To this end each program includes a minimum of 40 credits in general education, distributed as follows:

Arts and Humanities: 6 credits
Three credits to be selected from the following areas:
architecture, art, art history, the arts, music, theatre arts,
Three credits to be selected from the following areas:
comparative literature, English literature, foreign language, linguistics, philosophy, religious studies, humanities, classics

Communications: 9 credits
Three credits in speech communication
Sp. Com. 200, 205, 250, 280
Three credits in English composition
Engl. 1, 2, 3
Three elective credits in speech communication, English, or journalism (all skills only)

Health Sciences, Physical Education, and Physical recreation: 4 credits
Health sciences or nutrition elective (1 credit)
To be selected from: B.H., 391 (1), Fd.Sc. 210 (2), Nutr. 1L50 (2), HlEd 303 (1), HPA 102 (2), H.Dev. 100 (1), IFS 16 (1), IFS 18 (1)
Physical education elective (1 credit per term for three terms)

Natural Science: 5 credits
To be selected from the following areas:
astronomy, biochemistry, biological science, biology, biophysics, chemistry earth sciences, geo-chemistry, geological science, geology, geophysics, materials science, meteorology, microbiology, mineralogy, physical geography, physical science, and physics

Social and Behavioral Sciences: 6 credits
To be selected from the following areas:
anthropology, economics, geography, political science, social science, sociology, international understanding, History, labor studies.

Quantification: 6 credits
To be selected from the following or equivalent and/or higher courses:
Cmp. Sc 1, 101
Math 35, 36, 200
Stat. 200, Ed. Psy. 300
Symbolic logic- Phil. 12, 212

Total General Education Requirements 40 Credits

Professional Education Requirements 32 Credits

CFEd 115, Education in American Society CFEd 418, History of Education in the United States, CFED 416, Sociology of Education, or C&S 473, Secondary Education in America	3
Ed Psy 14, Learning and Instruction	3
Psy 2, Psychology	3
INSTM 411, Orientation to Instructional Media, IEd 18v Audio-Visual Aids for Industrial Teachers, HEED 406v Audio-Visual Methods for Home Economics, or AGED 420v Instructional Media in Agriculture or Equivalent Course	2
VoEd 1v Vocational Education	2
HOE 4 v Vocational Student Organizations	2
HOE 460v Methods of Instruction for Health Occupations Teachers	2
HOE 461v Secondary Health Occupations Programs	3
HOE 462v Health Occupations Education Laboratory Experiences	2
HOE 463v Curriculum Development and Program Planning in Emerging Health Occupations Education	2
HOE 466v Observation and Practice Teaching	8

Field of Specialization 60 Credits

Credit awarded for experience or previous training in education in the student's major field may be applied in major field only.

HOE 199v Competency-based equivalency	(1-30) Credits
HOE 399v Competency-based equivalency	(1-30) Credits